

FE Week

8
JOBS
PAGES

OFSTED'S REVIEW SITES  REVIEWED PAGE 4

BIS TO GO PUBLIC WITH COMMISSIONER'S FAILING COLLEGE JUDGMENTS

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EXCLUSIVE

The results of FE Commissioner David Collins' inspections of failing colleges are to be made public, *FE Week* can reveal.

Dr Collins, who can call for college leaders to be stripped of powers and even advise the Skills Minister to shut a college down, took up the newly-created post in December, but his reports and recommendations have been largely kept under wraps.

However, a spokesperson for the Department of Business, Innovation and Skills (BIS) told *FE Week*: "The decision has been taken to publish summaries of the findings from the FE Commissioner to enable the sector to see and learn lessons from those that have been through the process.

"The timing of publication for each summary will be determined on a case by case basis and the first report is due to be published at the end of this month."

So far Dr Collins has visited at least six colleges — K College, Stockport College, Barnfield College, City of Bristol College and City of Liverpool College.

He has also been to LeSoCo, but his warning of weaknesses in leadership at the grade four South London college failed to result in a change in either principal or chair of governors. However, the full weight of public pressure could now be behind commissioner findings with publication of his judgments.

Martin Doel, chief executive of the Association of Colleges, said: "There's a difficult balance between ensuring that any

information published following a visit from the FE Commissioner doesn't disadvantage the college in question, and the need for openness and transparency. The department appears to have found a reasonable compromise."

Dr Mary Bousted, general secretary of the Association of Teachers and Lecturers, said: "There is no sense in keeping important transferable learning under lock and key at a time when the sector needs to improve its leadership effectiveness and the effect this can have on jobs.

"More broadly there is a real need for greater openness in the sector to learning from the things that aren't working well, rather than seeking to bury these for fear of reputational loss or simply labouring under the mistaken belief that there is no other way forward.

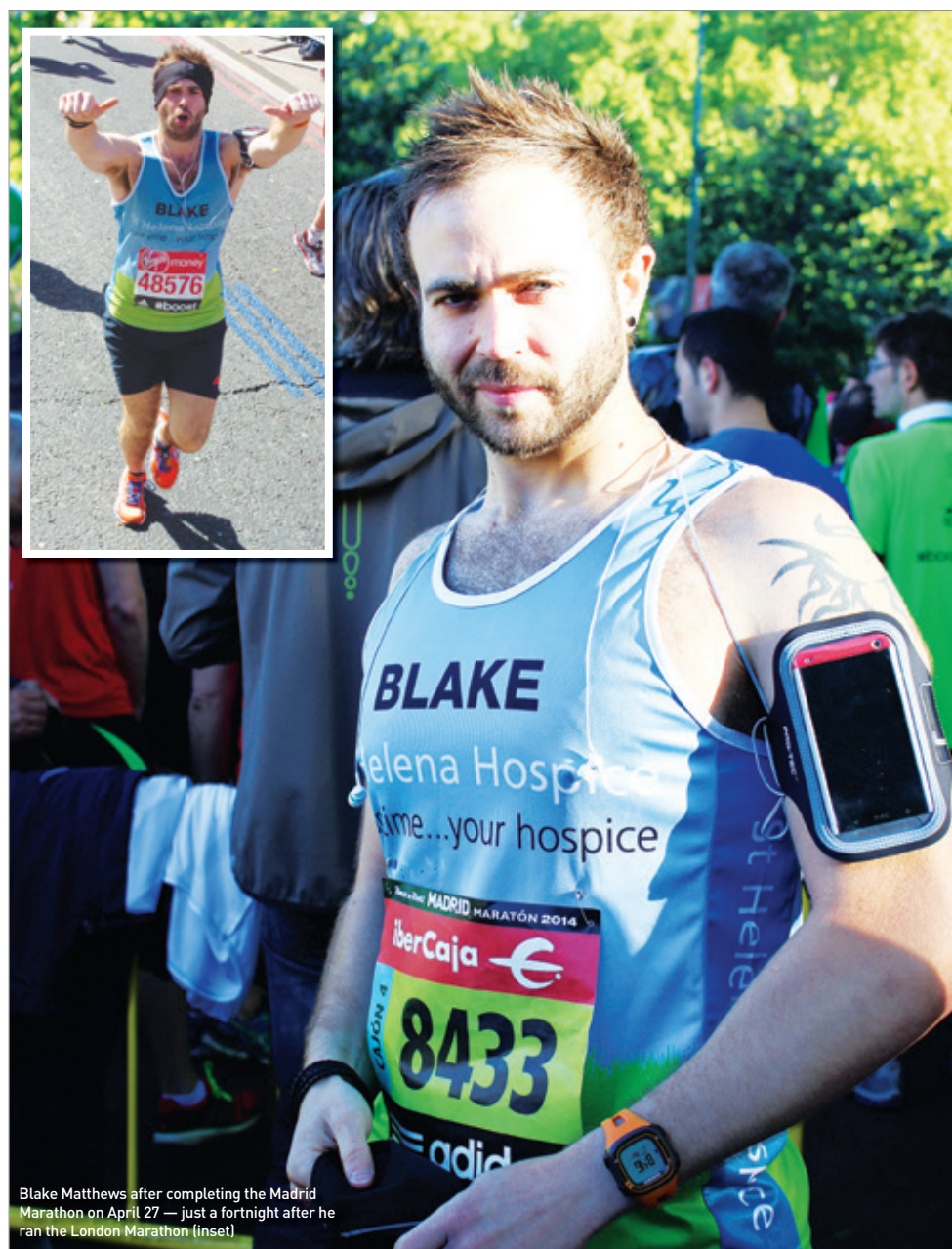
"We'd rather colleges did not have to find there are other ways forward following a visit from the commissioner."

The news emerged following an *FE Week* request to the Skills Funding Agency (SFA), under the Freedom of Information Act, for the commissioner's findings. The SFA refused, but also said it "notes the currency of the information and the plans held by BIS to publish information relating to the outcome of the requested information, including the implementation of a process for publication".

The results of commissioner visits currently already carried out are expected to be among the first published.

See feweek.co.uk for more sector reaction.

See editor's comment on page 6



Blake Matthews after completing the Madrid Marathon on April 27 — just a fortnight after he ran the London Marathon (inset)

Running feat after Madrid 'mistake'

As if running the London Marathon wasn't hard enough, sociology lecturer Blake Matthews took on another 26-mile challenge just a fortnight later having "accidentally" entered the Madrid Marathon.

The 28-year-old, who teaches at Seevic College, in Essex, said: "Booking two marathons was actually an accident — I booked both, thinking I would never be accepted, and

ended up being offered a place for each."

But he raised more than £1,000 for St Helena Hospice in Colchester, Essex, and was even back in class the very next day after the Spanish marathon.

"The Madrid marathon was much harder due to the extra heat and the hilly nature of the city, but I stuck to my plan and still managed a sprint finish," he said.

"I feel re-born"

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NEWS

Part-time learner numbers show sharp decline

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Further education leaders have called for action to stop a sharp decline in part-time higher education study after a report revealed the number of entrants fell by almost half in three years.

Research conducted by the Higher Education Funding Council for England (HEFCE) has shown that the number of part-time w and EU undergraduate entrants fell from 259,000 in 2010/11 to 139,000 in 2013/14 — a drop of 120,000, or 46 per cent.

The report has prompted concerns across the FE sector, which caters for large numbers of part-time higher education learners.

Association of Colleges higher education policy manager Nick Davy said: “Many of its [HEFCE’s] findings — decline in public sector employment, cuts in training budgets, various policy changes such as the introduction of loans and the equivalent and higher qualification policy — chime with intelligence from our colleges. This is a very important market for them as nearly 50 per cent of their higher education intake is part-time, and many colleges are in poor areas, often reliant on public sector employment.”

David Hughes, chief executive of the National Institute of Adult Continuing Education, said: “The decline in part-time study is bad news indeed for the economy and for adults who want to improve their

career prospects.

“The solution to this is not simple because it requires policy changes and funding action, as well as institutions to respond creatively.

“More than anything we need to stimulate the demand from individuals and employers such that policy and supply flexes and responds.

“Above all, though, the report highlights just how far we are from the kind of diverse, flexible, creative and collaborative higher education system that is needed to meet the needs of a growing economy and an ageing population.”

See Mark Corney’s expert piece on page 11

FE WEEK NEWS IN BRIEF

Commons quizzing Brainstorm project Progress on careers

Department for Education (DfE) bosses will be quizzed on their department’s 2012-13 annual report on Wednesday (May 7).

Members of the House of Commons Education Select Committee will hear evidence from non-executive board members of the DfE, including chair of the National Apprenticeship Ambassadors Network David Meller. Chris Wormald, DfE permanent secretary, will also face questioning along with Education Funding Agency chief executive Peter Lauener. Visit www.parliamentlive.tv to watch the one-off session, which is due to begin at 9.30am.

Views are being sought from across the FE sector on leadership with a new Education and Training Foundation consultation.

Olivia Dorricott, director of leadership, management and governance at the foundation, said: “Supporting excellence and a step change in leadership is a key priority for the foundation.”

Send an email, including your name, the name of your organisation and your email address to brainstorming@leadershipconversation.info to take part in the consultation, which the 157 Group has been commissioned to carry out.

Awareness of the National Careers Service (NCS) is on the rise thanks to a targeted online marketing, Skills Minister Matthew Hancock has claimed.

In a written response to a House of Commons question about the effectiveness of marketing of the NCS, Mr Hancock said “Through regular market research we have seen an increase in awareness of the support the NCS offers since the campaign started from 24 per cent to 29 per cent.

“All of the targeted groups show a greater awareness than the remainder of those sampled.”

Minister welcomes first new FE college for 20 years

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The official incorporation of the first FE college in more than 20 years has been heralded by Skills Minister Matthew Hancock.

Mr Hancock confirmed *FE Week* exclusives dating back to July last year when he announced on Wednesday (April 30) that Prospects College of Advanced Technology had officially been given permission to incorporate.

The venture by Essex-based charity Prospects Learning Foundation comes after a month-long consultation (document pictured right) earlier this year.

Mr Hancock said: “Since the incorporation of FE colleges over 20 years ago, no new colleges have been formed. Yet new colleges can offer greater choice to students, drive up standards, and be more responsive to the needs of employers, responding to skills shortages.

“Consistent with our support for free schools for those of school age, the government strongly supports the establishment of new colleges, allowing the entry of new organisations that drive up quality, customer focus and responsiveness

of the FE sector.

“For the first time, we today set out formally our intention to establish Prospects College of Advanced Technology as a new FE corporation.”

He added: “Prospects College of Advanced Technology is being established to deliver a unique new employer-focused, specialist technical college of further education in the south Essex Thames gateway. It will have three specialist apprentice skills training centres for engineering (including rail), building services and aviation and a post-16 campus.

“At the time it is fully operational it will deliver provision to 800 full time and 350 part time learners, 1,200 apprentices and 2,500 delegates on short corporate courses all aged 16+.

“A full public consultation has taken place, responses were received from 41 individuals representing 26 organisations and no responses opposed the proposal to open the new college. I wish this new college every success and hope it will be the first of many.”

Prospects Learning Foundation chief executive Neil Bates told *FE Week*: “We are



delighted that the minister has approved our application.

“The consultation resulted in overwhelming support from employers and employer organisations, local authorities, Members of Parliament and students.

“The minister will open the new college in September. This will include the opening of a new railway engineering academy where the majority of funding for this new facility is coming from major employers in the rail sector.

“Our ambition is to be outstanding within three years and to have 1,000 advanced and higher technician apprentices at the college supporting key sectors of the economy.”

NEWS

Hopes for traineeship boost with employment pilot

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Skills Minister Matthew Hancock has revealed hopes for 5,000 new traineeships through the employer ownership pilot (EOP) scheme.

He said National Grid, Everton Football Club, Somerset-based electrical installation firm Rogers Restorations, and Berkshire-based construction and engineering firm Costain aimed to create the traineeships.

The announcement was made during the Minister’s speech at a UK Commission for Employment and Skills event in London on Wednesday (April 30), and came around two months after official figures revealed there had been just 3,300 traineeship starts in the six months following the scheme’s launch in August last year.

He said: “Under this [EOP] scheme, employers combine their own money with government funding, to invest in the training they need. It’s simple, direct, and focused. Figures released today show that the first projects will create over 5,000 traineeships.”

A Department for Business, Innovation and Skills (BIS) spokesperson said the EOP traineeships would be subject to the scheme’s usual delivery rules, so they could only be run by providers with an Ofsted grade one or two inspection result.

The government has said it has no target

Hundreds celebrate apprenticeship graduation



More than 400 Merseyside learners filled Liverpool’s Anglican Cathedral for what is believed to have been the UK’s largest apprenticeship graduation ceremony.

The venue, which also hosts university graduations, welcomed level three and four achievers across two ceremonies on Tuesday,

April 29. Among them was Adam Hill, aged 21, who studied information technology at the Mercia Partnership independent learning provider and undertook an apprenticeship with Wirral-based IT repairs company Proper Geeks.

He said: “It’s great that we have been given the chance to experience a graduation ceremony and that we have a day dedicated to celebrating our hard work and achievements.”

WorldSkills 2013 gold medallist Ashley Terron was a guest of honour and told *FE Week*: “As a former bricklaying apprentice, I wish I could have experienced a graduation when I completed my qualification two years ago.”

for traineeship numbers, but Access to Apprenticeships, which is seen as the scheme’s previous incarnation, saw 7,200 starts in its maiden year of 2011/12 and then 5,500 in 2012/13. It stopped at the end of the last calendar year with 1,500 starts.

And take-up for traineeships had already been dubbed “disappointing” by former Ofsted FE and skills director Matthew Coffey at the Association of Colleges (AoC) annual conference in November.

Keith Smith, the Skills Funding Agency’s executive director for funding and programmes, also said at the AoC conference

that — despite no official target having been set — “colleges have indicated they will deliver around 57 per cent of projected 19 to 23 traineeship starts for 2013/14”.

Mr Hancock also announced in his speech that £20m was being made available for skills training in the automotive sector.

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Data Dashboard hailed a vital boost as preview reveals ‘education and employment’ link

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Features of Ofsted’s new data dashboard have been leaked to *FE Week*, revealing a focus on English and maths up to level two, and data on local enterprise partnerships (LEPs).

The dashboard, which is due to launch on May 12, has been developed to allow leaders, governors, and members of the public, to access key performance information.

The design will replicate the one used by Ofsted’s existing dashboard for schools, but will contain a more extensive breakdown of information — separating out measures for learners aged 16 to 18 and those aged 19 and over.

In addition to showing how well learners are doing, it is expected to show how the provider’s performance compares to other providers nationally.

It will also have information that allows the provider to be viewed in its local economic

context — such as to what extent it is meeting LEP priorities.

Ofsted’s deputy director for FE and skills, Marina Gaze (pictured), said: “The dashboards will be a valuable tool in assessing the impact of education and training provision.

“It is important that we are always mindful of the link between education and employment and this tool will be a vital asset in helping learners to achieve their career goals.”

For each category, the dashboard will show what percentage of planned qualifications were achieved in the previous academic year.

It will also show separate data for levels one, two and three, splitting maths and English GCSE and functional skills from other subjects and dividing A-levels, vocational training and apprenticeships.



The dashboard will also show learner destination data, although the data for learners over 19 is not expected to be available until November, when it will show how many unemployed learners have gone on to find jobs, how many have moved into further learning and the distance they have travelled from the provider.

When *FE Week* first reported on Ofsted’s plans for a dashboard in June last year, then-director of FE and skills Matthew Coffey was confident it would be a useful tool “supporting governors in their role”.

“Governance is such a fundamental aspect of leadership and management, something that was highlighted in last year’s [2011/12] annual report,” he said.

“Weak accountability, leadership and governance are common failings in poor provision.

“One of the most significant underpinning reasons why providers failed to improve was a lack of effective accountability.”

Workplace bosses get provider rating website

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Employers will be able to anonymously rate, review and compare providers using an online tool launched by Ofsted.

Employer View allows staff to share their thoughts on providers they have worked with, and find out what other employers think about any provider which trains it’s employees, apprentices and work placement or work experience staff.

The site was launched on Monday April 28 and is open to the public, but employers’ details will be kept confidential.

Ofsted national director for FE and skills Lorna Fitzjohn said: “The tool will inform inspectors’ understanding of the effectiveness of provision, increase employers’ engagement in education and training, and help them and employees to choose the provider that is right for them.”

A questionnaire on the site asks employers to rate their provider partners on the quality of their communication, monitoring of employee progress, training provision, and feedback and support.

“Employers in the past have often not been sufficiently included in the education and training of learners, including apprentices, and we recognised that this needed to change,” said Mrs Fitzjohn.

“Engagement with employers was highlighted as a major theme for improvement in Ofsted’s Annual Report and we hope Employer View will facilitate a dialogue between employers and providers.

“I therefore urge all employers using a provider inspected by Ofsted to visit the Employer View page on our website and contribute.”

A statement by Ofsted said safeguards would be in place to prevent the site from

abuse, such as user registration and systems to flag signs of potential misuse, and that the site security compared well with similar public sector sites.

Mrs Fitzjohn said: “We have worked hard to make sure we strike the right balance between security and accessibility when deciding the measures to put in place.

“If a provider or employer believes information is being skewed they should let us know and we will investigate.”

The Association of Employment and Learning Providers (AELP) chief executive Stewart Segal said: “We are pleased Ofsted is giving more recognition to the views of employers.

“We have always said that the more focus we put on outcomes and views of the ultimate customers the better.”

However, he said there was already a “crowded marketplace” for information on providers.

“Employers now have a number of sources of information and support including National Apprenticeship Service website, FE Choices, Ofsted



Employer view website

main site, Ofsted Employer Choices, Apprenticeship Makers, National Careers Services which will confuse many smaller employers,” he said.

“We are now looking at how access to these services and support can be made more effective through one single information source.”

He added: “Ofsted need to use the informal information generated by Employer Choices carefully and ensure that this is balanced with the more formal survey information already generated by training providers.

“Responses to the system will be anonymous and may not be statistically significant so there has to be a process where the information is reviewed with the provider as the responses may not be a balanced sample.”

The tool will use the same model as Learner View, which was launched in September 2012 to allow learners to rate their providers.

Visit www.employerview.ofsted.gov.uk to use Employer View.

Just seven learners at college used FE ‘TripAdvisor’

Ofsted has defended its TripAdvisor-style website where learners review providers after it emerged that just seven learners at a college inspected in March had logged on to share their views since the start of the academic year.

The education watchdog launched Learner View, which allows learners to rate their provider, in September 2012 — and since then the site has received an average of just 48 responses per provider.

At West Thames College, which received a grade two result following inspection in March, just seven of its 7,562 learners contributed to the site this academic year.

And at Chichester College, which was achieved a grade one rating last month, 86 of its 14,629 learners, or one-in-170 contributed, while at West Cheshire College, given a grade three last month, 58 of 15,257 learners shared their view on the site — one-in-263.

At London’s grade four LeSoCo college, 292, or one-in-60, of its 17,618 learners shared their experiences.

But Ofsted national director for FE and skills Lorna Fitzjohn told *FE Week* she was standing by the website.

“In the last year Learner View has received over 60,000 unique responses from learners eager to voice their views on their provider,” she said.

“We believe this shows the role the tool is playing in enabling learners to get involved in improving education and training provision.”

There are currently 1,250 providers registered on the site, and given Mrs Fitzjohn’s 60,000 figure, this would average out to 48 contributions per provider over the 18-month period since its launch.

However, she did acknowledge that greater awareness of the tool among learners would boost the number of visits to the site, and the amount of feedback on providers it received.

She said: “We will continue to promote the tool so that more learners can contribute and benefit from it.”

Learners are asked to rate whether their training programme has met their needs, the support they have received the quality of the teaching, assessment and feedback.

They are also asked whether they would recommend the provider to a friend.

Mrs Fitzjohn said: “As well as giving learners a better insight into which provider is right for them, the tool has also proven a vital asset for Ofsted inspectors in helping them understand the effectiveness of providers.”

She added: “The launch of Employer View, a tool for employers to rate the providers they use, will complement Learner View and help further a dialogue between learners, employers and providers that will ultimately benefit the quality of education and training.”

Higher apprenticeships in line for UCas applications

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The University and Colleges Admissions Service (UCas) has welcomed an invitation for talks on promoting higher apprenticeships.

The organisation, which already matches learners to some higher-level FE courses under the banner of UCas Progress, responded to a call from Business Secretary Vince Cable for it to cover higher apprenticeships.

Dr Cable, during a University of Cambridge public policy lecture, said: “We already have a well-recognised and effective system for applying to university through UCas, which operates independently of government. What is less well known is that UCas also acts as a portal for candidates applying to study Higher National Certificates and Higher National Diplomas, including at FE colleges.

“I have asked my department to work with UCas to examine the scope for integrating higher level apprenticeships into their services.”

Helen Thorne, UCas director of policy and research, said: “Our website encourages students to think about a wide range of future options, including alternatives to higher education such as apprenticeships, and the conventions that we hold across the UK have dedicated ‘CareerZones’ where

students can discuss work-based learning. We also email unplaced students with information about a broad range of educational opportunities.

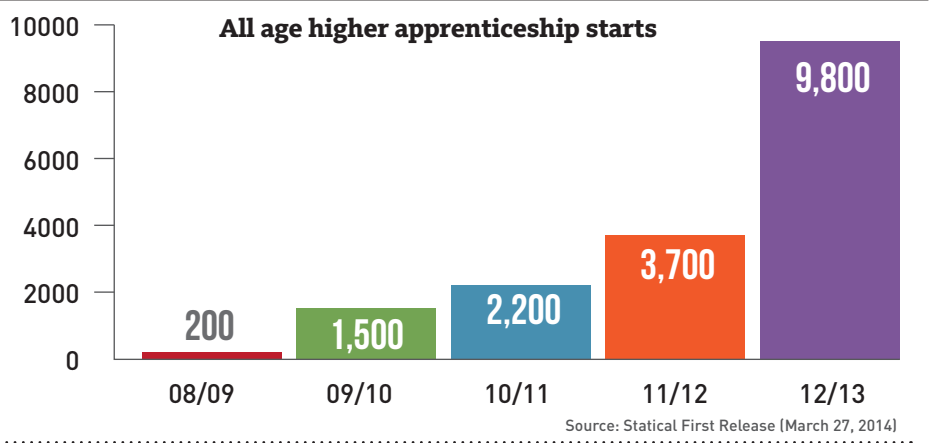
“In UCas Progress we offer a search and apply service that helps younger teenagers make the right choices after GCSEs — whether that is an A-level in maths, a BTEC in business or a plumbing apprenticeship.

“This year, around 700,000 young people are using the service and we will be delivering a more comprehensive national service from autumn this year. This will include information and careers advice and the ability to search and apply for courses right across the country. It will be free to use for all learners.

“We look forward to discussing higher apprenticeships with the Department for Business, Innovation and Skills and working together to ensure that students have access to the best possible information as they make decisions about their future education and career pathways.”



Nick Davy



The number of higher apprenticeship starts has rocketed to 9,800 in the last academic year from just 200 in 2008/09 and their potential inclusion by UCas has been welcomed by sector leaders, including Association of Colleges (AoC) senior higher education policy manager Nick Davy.

He told *FE Week*: “We’re very supportive of Dr Cable’s comments and the government’s backing for developing higher vocational education in England, including higher apprenticeships.

“Applying through UCas would probably raise the profile of higher vocational education in colleges, but AoC would want to discuss with officials how it would work in practice.

“Applications for higher apprenticeships tend to be made locally, which means it’s not the same as traditional higher education

where students apply from across the country, so we need to look at that.”

And Stewart Segal, chief executive of the Association of Employment and Learning Providers (AELP), said: “AELP has been encouraged by the growth of higher apprenticeships over the last two years and welcomes the Secretary of State’s latest commitment to tackling the parity of esteem issue.

“Our members have been taking on school leavers with good A-levels as apprentices for a long time and we saw an increase in numbers when university tuition fees were raised.

“Nevertheless there is still much to be done in terms of increasing awareness about higher apprenticeships and so we are pleased that the government has asked UCas to use its website to promote them as an alternative option.”

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FE WEEK COMMENT

Positive from negative

No one celebrates the fact an FE Commissioner is needed, and even less so the reasons he is sent in to try to set a college on the road to recovery.

But poorly performing colleges are out there, and learners do suffer as a result.

It’s a situation from which we must try to learn and take something positive. But how?

Ofsted reports are published and provide clues as to what makes the best providers tick, along with clear indication of the hurdles that failing providers are struggling with.

In this vein, to learn that the FE Commissioner’s findings will be made public is something to celebrate.

However, it remains to be seen to what extent released findings really do prove useful with a ‘summarised’ form open to limitation.

A welcome then, but let’s wait before deciding whether or not we’re getting the full picture.

Chris Henwood
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TOP APPRENTICESHIP EQUALITY TWEETS

@RobBrooks2
At a conference about #apprenticeequality hosted by @unionlearn at the TUC. Irony in the fact that industrial action has hurt attendance

@beardySLO
@BecciNewton13 may be the only woman talking on this panel #facepalm but she is phenomenal #apprenticeequality

@unionlearn
‘The importance of role models i.e. young women within apprenticeships is key’ says Tanya Lawes @BIS_Skills @unionlearn #apprenticeequality

@nhse_Liz
@unionlearn #apprenticeequality need to focus on what disable people can do not on what they can’t do

@KatyJones88
Equality in apprenticeships: challenge is lack of action, not knowledge #apprenticeequality



Warning on principals’ ‘understanding’ of chief exec role

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A report that warned dual role college principals might not “understand” their chief executive duties has been welcomed by the Association of School and College Leaders (ASCL).

The report, A New Conversation: Employer and College Engagement, by the UK Commission for Employment and Skills (UKCES), The 157 Group and Gazelle questioned such principals’ knowledge of what their chief executive role entailed. It noted that “many college principals use ‘chief executive’ in their title and when questioned described how they saw themselves having two distinct roles: the academic leader and the business leader.”

It continued: “We wondered whether more is needed to understand what being a business leader means in this context.” Stephan Jungnitz, ASCL college specialist, said the paper was “a very welcome addition to the national debate on how we address the increasing need for vocational education and training”. “Within the paper it is recognised that colleges have a pivotal role to play and that employers often need better information

about how they can capitalise on these opportunities,” he said. The information in the 24-page report was compiled through a series of interviews, an online survey, workshops and college visits over the last 12 months. It said: “Not surprisingly leadership came out as the most important ingredient in a college’s ability to contribute to and drive economic growth.”

It also covered the role of governors, saying: “Governors make a range of contributions to the leadership of a college but we believe that there is more that can be gained, especially from those governors that come directly from the business world. “Effective business governors can help colleges understand local business needs in much more depth, and, using their networks, spread the word among employers about how colleges contribute to the local economy. “They bring clarity about direction, targets, priorities and expectations, challenging managers on what employer engagement really means in practice.” It further made recommendations for future leadership development programmes, such as those currently being developed through Education and Training Foundation, saying they should aim to increase market

understanding. John Cridland, UKCES Commissioner and director general of the Confederation of British Industry, said: “Building stronger bonds between colleges and employers is no easy task, but with the launch of this new paper we hope to initiate a wider discussion and create a better future for all. “By forging more links between local colleges and firms in their area, we can help ensure that colleges produce students with the skills and characteristics employers need to thrive.”

Lynne Sedgmore, executive director of The 157 Group, said: “We hope this seminal report will radically shift and improve employer and college strategic conversation and partnerships. “We know how important it is to expand the good work already being done as well as supporting colleges to play an even more powerful role in local enterprise partnerships and localities.” The report, published on Tuesday, April 29, and available on the UKCES website, further identified “discussion topics,” including the importance of the college in contributing to its economic community, and the need for employers to be familiar with the college and its offer.

FE loans applications approach 65,000 mark

Almost 65,000 applications were made for FE loans by the end of March. The latest figures, published on Thursday, April 24, showed the total number of FE loan applications for the month was 2,434, and 64,664 since August. The highest number of applications was 1,633 for QCF level three diplomas, which was also the most popular category since the scheme’s launch with 31,290 applications. The second highest number of applications was 485 for QCF level three certificates, which attracted 7,958 applications since August. It was followed by 124 applications for QAA Access to higher education courses — for which 19,680 people had applied overall.

There were 95 applications for QCF level four diplomas, with 2,767 since August, and 29 in March for QCF level four certificates, with 335 since launch. The lowest number of applications for March was 15 for A-levels, which 1,082 people had applied for overall. There were no applications for apprenticeship loans as they were scrapped after just 436 applications up to the end of February, meanwhile 1,116 applications were made for “unknown” categories since August since. The 16,155 total number of men who applied for FE loans up to the end of March was hugely overshadowed by the 48,509 applications from women.

NEWS IN BRIEF

Learner legal guide

A new guide to the legal relationships between FE colleges and learners has been published. The 157 Group and law firm SGH Martineau are behind the publication, which looks at the intricacies of colleges’ legal relationship with learners. Lynne Sedgmore, executive director of the 157 Group, said: “We hope this short guide, complete with helpful hypothetical scenarios, will support colleges to make sure their offer is high-quality and fully compliant with legal requirements.” The guide is available on the 157 Group website.

Careers advice report shows ‘how little’ a quality service would cost

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A new report which puts an annual cost on a “benchmark” careers guidance provision in schools has been welcomed by the Association of Colleges (AoC) as showing “how little” the service would hit taxpayers. In the report, PriceWaterhouseCoopers LLP presents the findings of a costing exercise, and reveals providing a careers service which reaches eight benchmarks set out by report commissioners the Gatsby Foundation could be as low as £38,472 a-year for some schools. The findings have been welcomed by the AoC, which has long campaigned for effective

careers advice and guidance. The report said: “We estimate that the total cost of delivery will range from £45,209 to £92,466 in year one and £38,472 to £77,445 from year two onwards in small schools in the rest of England and large, Inner London schools respectively. “We then use DfE data on school size and location and the total number of pupils to estimate the overall school delivery costs across England as a whole. We estimate the total cost of achieving all the benchmarks across England will be £172m from year two onwards. “This is equivalent to approximately 1.8 per cent of gross expenditure and £54 per pupil. Considering these costs over the course of a

pupil’s journey from year seven to year 13, we estimate the total cost per pupil will be £196.” Joy Mercer (pictured), director of policy at the AoC, told *FE Week*: “Good careers advice and guidance is important at all stages in a student’s education and it is crucial for schools and colleges to work together to make sure all students have information about all their options post-16. “The benchmarks set by the report would certainly make sure this was available. “For the first time a report on careers education has attempted to cost how much, and in fact how little, schools would need to spend to meet a definition that



AoC shares of good careers advice. “We hope that this calculation and what this investment would realise to the economy, the individuals who ‘drop out of the system never to return, will be persuasive to policy makers. “It seems that the tide of enthusiasm for ‘fixing’ careers advice is coming from all quarters. A fundamental change is needed.” Association of Employment and Learning Providers chief executive Stewart Segal said: “We agree that schools must have the responsibility for delivering effective careers advice but accept that schools have a vested interest. That is why it is important that guidance for schools establishes a minimum requirement to providing employers and other training organisations access to their students and parents.”

Eight IAG benchmark costs:

- | | | |
|--|---|--|
| <ol style="list-style-type: none">1. Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers. Cost: £18,525 (year one), £9,564 (thereafter)2. Every pupil, and their parents, should have access to good-quality information about future study options and labour-market opportunities. They will need the support of an informed adviser to make best use of available information. Cost: £2,8643. Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout. Cost: £3,652 | <ol style="list-style-type: none">4. All teachers should link curriculum learning with careers. Science, technology, engineering and mathematics (STEM) subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. Cost: £15,4355. Every pupil should have multiple opportunities to learn from employers about work and employment and the skills that are valued in the workplace. This can be through a range of activities such as visiting speakers, mentoring, enterprise schemes and a range of other enrichment activities. Cost: £1,3636. Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to | <ol style="list-style-type: none">help their exploration of career opportunities, and expand their networks. Cost: £8,0747. All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. Cost: £1,6338. Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made and should be expected for all pupils, but should be timed to meet their individual needs. Cost: £2,091 |
|--|---|--|

Projections by PriceWaterhouseCoopers LLP based on employment costs and expenses associated with implementation in a typical school (i.e. a medium sized school outside London and the Fringe Area). Source: The Gatsby Foundation

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PROFILE



“What appealed to me in FE was the employability side of it — you are preparing people for employment

The delicate art of balancing farmlife with directing a nation’s FE and skills inspections

The new Ofsted director of FE and skills speaks to *FE Week*

She is charged with keeping England’s FE colleges and independent learning providers on their toes, but Lorna Fitzjohn hasn’t let go of her rural roots.

The new Ofsted director for FE and skills, who replaced Matthew Coffey last month, says she still takes time off in lambing season and enjoys helping out on the working farm in Hertfordshire she calls home.

Born in Welshpool, mid-Wales, in 1956, Fitzjohn grew up in a rural community and attended local schools where her father knew all the staff before training to be a teacher herself.

She is no stranger to transition, having been catapulted fairly early in her career from tiny primary school classrooms in Wales to large institutions in London.

“When I came down as a primary teacher to London, I had more children in my class than there were in the whole school when I started in a primary school,” she says.

“One was very rural and the other was a very urban setting, so it was a substantial change but I very much enjoyed working in those kind of environments, particularly in London.

“I had lots of opportunity for promotion within the primary

“It’s really nice to get home and deal with some of the — perhaps you might call mundane — parts of farm life, like looking after animals. I think that’s a nice balance, actually”

sector, but more importantly, the bulk of my time has been spent teaching in FE and in management roles in FE.”

By her own admission, a career in FE was not something Fitzjohn had considered until a friend approached her about working in a college. By then a mother of three young children, she accepted the offer and never looked back.

“I went in as a part-time lecturer for two hours a-week, and I loved it,” says Fitzjohn, who completed a master’s degree in business administration at the University of Hertfordshire in 1998.

“I absolutely loved teaching in FE. I enjoyed the young people, I enjoyed teaching that age group, I enjoyed teaching adults, and very soon I became a full-time lecturer, then a senior lecturer, then a head of department, then I became a senior member of staff, senior management team, at more than one college in London.”

Rising through the ranks in FE, the frustrations which plague professionals across the sector were only too familiar for Fitzjohn.

“I’ve always been very learner-centred,” she says, “and I suppose the frustration with me sometimes, in FE, is that

It’s a personal thing

- What’s your favourite book?**
So many, it is difficult to choose, but I would have to say *The Kite Runner* by Khaled Hosseini
- What do you do to unwind after work?**
I live on a farm, so there is always plenty of farm work to do
- Who would you invite, living or dead, to your ideal dinner party?**
Verdi, a farmer and composer who not only composed beautiful opera but was a compassionate human being
- What is your pet hate?**
Rudeness
- What did you want to be when you were growing up?**
As a double bass player I always wanted to play in a jazz band



Lorna Fitzjohn and her dog, Dylan, out for a spin on the tractor at her farm in Hertfordshire

some of the colleges might have lost their way a little bit in that they spent more time than I wanted to talking about premises and buildings, and perhaps the financial side.

“Important as they are, I have always wanted to be very much centred around learners and learning and the quality of teaching, and getting learners from their starting point to where they need to be.

“And what appealed to me in FE was the employability side of it — you are preparing people for employment, ultimately — so you’ve not only got the qualifications that they need to get, but also that more well-rounded education with them as individuals to do with their attitudes and behaviour and where they wanted to be, things like work experience, things about linking the workplace to what they are learning at college, was always, you know, an exciting part of it for me.”

While in a senior post at Oaklands College, in Hertfordshire, Fitzjohn was approached and asked to join the Training Standards Council, which then became the Adult Learning Inspectorate before it merged with Ofsted in 2007.

She says her teaching background had prepared her well for inspecting.

“I actually think that being inspected yourself is a very good training ground for how you want to be treated when you are being inspected,” she says, “so my experience of being inspected and how much I valued the feedback that came from inspectors, and their view of what we were doing, and the respect they showed me, is what I think we then need to do when we’re inspectors.

“And as a senior manager in an FE college, I was observing people’s teaching and feeding back on people’s teaching and feeding back on people’s teaching as part of performance management and as part of the training programme, so doing that in someone else’s establishment wasn’t as much a jump as you might have thought, really.”

By the time of the merger with Ofsted, Fitzjohn was already in a management role, and would go on to become deputy director for



Lorna Fitzjohn pictured as a young girl

FE and skills, and role in which, she says, she was keen to make a difference.

“I think we can always improve what we do,” she says. “You can always improve, either as a teacher or working in FE. We, as Ofsted, can always also improve what we are doing and how we inspect.

“The sector is changing, policy’s changing, the economy has changed since I have been working, so we’ve got to move with the times.

“So actually, changing and moving the framework and, inevitably, raising the bar in the framework, as we do, is an important part of it. I enjoy doing that. I enjoy doing the policy work. I have particularly enjoyed working with people in the sector — the Association of Colleges, the Association of Employment and Learning Providers, 157 Group, the wide range of stakeholders that are out there — as well as learners and parents, but particularly employers, to get their view of how useful inspection is.”

Despite being in what many in the sector might see as a desk job, Fitzjohn has no intention of staying seated. She retains her brief as a regional director and, living on a farm in Hertfordshire, hopes to split her time between London’s Ofsted HQ near Holborn and her office in Birmingham.

She says: “I wouldn’t want it to be a desk job. I’m also regional director for the West Midlands, so I have kept that role.

“That’s really useful because it does actually give me an oversight of provision, right through from early years, through schools, FE and skills, social care, so right across whatever happens in the West Midlands.

“I’ve got a team of senior inspectors who work for me, some of which are specialists in FE and skills, some in schools, some in early years — so, that role, but also then the policy role, is I suppose a general overview of how effective inspections are. I need to keep tabs on government policy, I need to keep talking to the sector, I need to involve myself with employers and learners.

“I will certainly be out on inspection where I get the chance. I don’t have time to lead inspections any more, but actually getting out there and talking to people is the best way of finding out the impact of what we do. Because it’s really important that we have that kind of impact.”

Fitzjohn says she still enjoys life on the farm near Bayford, Herts, run by farmer husband Alan, and adds that her slightly unusual home life is often a talking point.

She says: “People have almost always got someone in their family who has been involved in farming, so they are interested in that bit of it. Actually it’s really nice to get home and deal with some of the — perhaps you might call mundane — parts of farm life, like looking after animals. I think that’s a nice balance, actually.”

And with two grandchildren of school age and a son just starting an apprenticeship in engineering, Fitzjohn certainly has her eyes and ears in education, beyond those of her trusty inspectors.

She says: “It does actually give you that interest in another generation coming on, and you would want it to be better for them. My children, I wanted it to be better for them than perhaps it had been for me, and you would want your grandchildren to have the same — so it keeps you interested.”

EXPERTS

EXPERT



FE INSIDER

Former House of Commons Education Select Committee specialist Ben Nicholls is head of policy and communications at London's Newham College. His exclusive column features in *FE Week* on the first Monday of every month.

Colleges: so much more than classrooms

One of last month's interesting discussions was with colleagues from the Association of Colleges (AoC) and our own sports development manager around the increased promotion of fitness and wellbeing to students.

Any readers who've met me will have registered that I've hardly got the physique of a great athlete, and they'd be right. Captaining my school's second badminton team to a number of defeats remains my proudest sporting achievement.

Perhaps it's that which makes me even keener to see colleges with proper facilities and resources to offer a full programme of sporting activities.

There are significant issues with delivery, of course.

For urban colleges in particular, space is already tight, and while our college has invested time and energy in improving sports facilities, we are inevitably limited by our locations (whatever the other advantages they bring).

This is where partnership becomes so important, whether with other centres of education, with voluntary organisations, or with council facilities. Staff resources can also pose challenges, although the AoC and its partners have made great steps in supporting the needs of colleges.

Unlike schools, most of our students are part-time, so ensuring access at convenient times — and increasing awareness of the gym's very existence — requires dedicated personnel and effort.

But if the challenges are great, so too are the benefits.

A recent study by the AoC found a "positive relationship between engagement in sport, future income and employability from both the employer and admissions tutor

perspective", and concluded that participation in sport was "a 'good investment' for students in both the FE and higher education sector".

Other research, here and abroad, has confirmed this view. A 2007 study in Germany concluded emphatically that participation in sport "has significant positive effects on educational attainment," but also pointed to lessons for policy and parenting: "Positive effects of sport activities should encourage politics to strengthen sport activities in school and out of school [and] parents should ... encourage their children to get involved".

More broadly than sport, there is growing evidence on the impact of other non-classroom activity on learning.

There is compelling evidence thwat the creative arts, for example, have a tangible positive impact on achievement in other subjects, and on a range of social measures such as community engagement and less boredom in education.

Like sport, the arts can also have a positive effect on attendance and behaviour.

For older adults, 2013 research by the Institute of Education concluded that those participating in music were happier, healthier and had more positive relationships.

Extra-curricular engagement, therefore, doesn't just contribute to colleges' core aims of improving student achievement, progression and employability, but can make students more rounded citizens with higher levels of wellbeing too.

The implications of this, for colleges and policy-makers, are therefore wide and

evidence-based.

Colleges will clearly wish to focus on anything improving their students' lives and experiences, but the capacity for FE to provide extra-curricular activities also meets wider goals on engaging with our communities and offering a service to a whole local area.

Of course, capacity costs. As every reader knows, colleges are facing a period of unprecedented financial attack, with cuts to various funding streams precipitating some difficult times ahead.

It may be tempting (and necessary), under such circumstances, for leadership teams to focus on what we believe to be colleges' "core business," but to underestimate the non-classroom aspects of that would perhaps be shortsighted.

Colleges, which have proud traditions of open access and of a holistic view of education, will doubtless want to find ways of continuing their commitment to extra-curricular activities — and the work of organisations like the AoC in supporting that are to be applauded.

Having quoted Enid Blyton in a previous FE Insider column, I'd hate to seem obsessed with the venerable first-form teacher Miss Roberts, but she might well have been speaking for FE colleges when she said that "there are other things as important as lessons".

As the evidence-base — from our own knowledge and from research — grows and grows, we must make sure that cuts and policies do not damage this aspect of our students' attainment and experience.



MARK CORNEY

Independent policy consultant

Dr Cable's 'thoughtful contribution' to the future of FE and skills

Business Secretary Vince Cable delivered a speech last month at Cambridge University entitled Where next for Further and Higher Education? Mark Corney looks in detail at what Dr Cable said.

In 1976, Labour Prime Minister James Callaghan began a 'great debate' on education with a speech at a college in Oxford.

Nearly 40 years on, a Liberal Democrat Business Secretary, Vince Cable, asked where next for 'further and higher education?' in a speech at Cambridge University.

The speech calls for a shift from a low-skilled to a high-skilled vocational education and training system. It calls for greater specialisation of the FE sector and an expansion of national colleges. And it calls for colleges to have the power to devise their own curriculum and qualifications in line with universities.

But read carefully it is what the speech says about higher education, especially the funding of higher education, that really counts.

Essentially, the speech emphasises some of the critical, unintended consequences of our ever expanding and successful, higher education system.

Entry into full-time undergraduate higher education dominates the system, and the key year for entry is age 18. The pulling power of GCSEs and A-levels as the royal route into full-time higher education at 18 has resulted in a 'hollowing out of our post-secondary provision'.

The 'academic' dominates the 'vocational' — unless practical learning is delivered by universities themselves — and they, of course, get the best young people and industry with the odd exception gets the rest.

A result of our ever-expanding full-time undergraduate higher education system — which will grow further when the cap on student numbers is lifted in 2015 — is the low number of students on vocational sub-degrees, especially part-time courses.

Another is the failure of successive governments to develop and fund employer-based higher apprenticeships (levels four and five) as well as undergraduate and master degree apprenticeships (levels six and seven).

England is out on a limb on the low numbers of young people and adults on high level vocational education and training

programmes compared to other countries.

Although the language is less forthright, the speech reframes the policy debate.

Rather than ask how do we create a world class apprenticeship system, we must ask how do we create a world class apprenticeship given a large and growing full-time higher education system?

Rather than ask how do we create a mass apprenticeships system when the taxpayer spends around £1.5bn on them, we need to ask how do we create a world class apprenticeship system spending £1.5bn alongside a world class full-time undergraduate higher education system spending £15bn when taking into account tuition and maintenance funding?

And rather than asking what happens to adult 'vocational education and training' when the money runs out, we need to ask how can the taxpayer continue to fund adult skills appropriately while simultaneously spending £15bn on higher education?

Indeed, the speech candidly highlights the competition for public funds between adult skills — adult apprenticeships and adult FE — and higher education.

In May 2010, when the Coalition entered office, cuts to adult skills were already pencilled in to protect the higher education budget.

But by turning grant funding for tuition fees for full-time students into loans, spending on adult apprenticeships was protected and cuts to adult FE much less than could have been the case. College and university leaders must look at higher education and adult skills funding in the round.

And the theme of greater college specialisation is a neat way to revisit the fact that maintenance loans and grants are not available to full-time adult FE students compared to full-time higher education students.

"As FE becomes more specialised," argues Dr Cable, "we may need to think about provision for students studying for high level qualifications who may need to relocate to be close to national centres of expertise."

Time will tell whether the Cambridge University speech of 2014 will attract the same level of interest and kudos of the Ruskin College speech of 1976, but it is surely one of the most thoughtful contributions to the future of English education and training for many a year.



ALEXANDRA MARKS

Chair of the Prisoner Learning Alliance (PLA)

Prison teachers 'must get the support and resources to help learners'

Prison learning practitioners attended a conference organised by the Prisoner Learning Alliance (PLA) last month. Alexandra Marks outlines the FE and skills sector concerns that emerged.

Ofsted Inspector Stephen Miller, addressing a conference of 200 delegates including prison education professionals and managers, highlighted many challenges to those teaching in prisons — classes fluctuating as prisoners are released or transferred, learners possessing widely differing and complex needs, and many prison learners having been let down by the school system.

The conference, organised by the Prisoner Learning Alliance (PLA) to improve policy and practice, took place at Open University's Milton Keynes campus on April 25.

Ofsted's most recent annual report revealed that prisons came bottom in the whole FE and skills sector. More than half (58 per cent) of prisons Ofsted had inspected in 2012/13 were

graded inadequate or requires improvement in terms of leadership and management.

This is hugely disappointing when we know that enabling prisoners to learn reduces reoffending by more than a quarter, according to new research on Prisoners Education Trust's (PET) work by the Ministry of Justice.

When the cost of crime committed by ex-offenders is up to £13bn per year (equivalent to hosting the London Olympics annually), it is vital we do something about this.

PLA's vision is that learning should be at the heart of every prison's approach to rehabilitation.

We want to support teachers and encourage managers, governors and policy-makers to recognise the value of a wide range of learning opportunities.

Our conference presented discussions, workshops and three films of good-practice in action.

The conference focused on the themes of

PLA's report, Smart Rehabilitation, setting out a blueprint for prison learning that is value-driven, outcome-focused and joined-up. We were pleased to hear Mr Miller announce that this May, inspectors will begin a 'support and challenge' package for the 30 prisons rated as inadequate or requires improvement last year to help them move at least to good.

One of the key inadequacies troubling Ofsted is the focus on lower level qualifications in prisons, rather than enabling learners to progress beyond level two. We agree.

Basic understanding of maths and English is clearly essential, but once a prison learner is beginning to achieve and overcome his or her pre-associated fears of the classroom, we must encourage them with FE opportunities.

Ofsted has repeatedly said it wants prisons to have 'the best teachers, the best managers and the best advisers to improve the quality of teaching and learning in prison. In February this year, a report by the University and College Union (UCU) found prison teachers weren't getting enough support to do their jobs.

At the conference, prison tutor Ros Foggin, who has had a varied and extensive career working in schools and FE colleges described herself 'the naked teacher' with few resources to cover herself.

Often, she found herself the main, sometimes the only, resource. Trying to engage a challenging class for three hours at a time, without access even to a photocopier let alone other ICT tools, left her feeling adrift from teachers in the rest of the FE community.

Ros told delegates her three wishes for herself and colleagues; first, improved staff development opportunities; secondly, access

One of the key inadequacies troubling Ofsted is the focus on lower level qualifications in prisons, rather than enabling learners to progress beyond level two. We agree.

to secure e-learning; and thirdly, a more enriched and holistic curriculum.

The idea of using informal support mechanisms resonated with other teaching staff at the event. During a workshop on developing excellence in prison teaching, a group of tutors discussed the importance of mentoring and debated the lack of formal teacher training for working in prisons.

PLA strongly endorses the need for improved resources and continuous professional development (CPD) in prison teaching.

After all, it is usually the belief a teacher places in a student that makes all the difference.



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Disparities on gender, race and disability with equality ‘still missing’ from apprenticeships

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“As the popularity of apprenticeships increases, how can the sector ensure everyone has access to them?”

That was the question on everybody’s lips as the impact of race, gender or disability on whether learners start an apprenticeship provided the focus of debate at the Apprenticeship equalities conference on Tuesday April 29, held by the Trades’ Union Congress (TUC) in Central London.

Delegates also considered whether such demographics affect how much apprentices earn and what sector they train with TUC assistant general secretary Kay Carberry saying: “What is still missing in apprenticeships is equality.”

She pointed to TUC research, published six years ago, which highlighted a “gender segregation” in apprenticeships, with a high concentration of young women in the lowest paid apprenticeships.

“I’m very sorry to say that we haven’t made much progress since then,” she said. “Research shows that women apprentices are still more likely to end up in low paid jobs and it also underlines the very low number of black people taking up apprenticeships, especially in higher paid sectors like engineering and construction.”

Ros McNeil, the National Union of Teachers’ head of education and equalities and Christine Townley, executive director of the Construction Youth Trust agreed, saying gender stereotyping often led childcare and hairdressing courses to be seen as female-only sector, while construction was considered masculine.

Ms Townley said: “Forty two years ago, when I wanted to become a civil engineer I was told by the careers officer, ‘Girls don’t do that’. Recently I called a head teacher to come in and talk to the girls about construction and was told ‘my girls don’t do construction’.”

Ms McNeil said: “When we interview 14, 15 and 16-year-olds and ask the boys why they don’t want to do childcare, they often reply that they would like to but they say ‘I’m worried about what my mates and my dad might think, they might think that I’m gay’.

“So the sexism is reinforcing the homophobia and the homophobia is reinforcing the sexism and we have to tackle the two together.”

She added: “I think we need to name what we’re talking about here, we’re talking about racism, we’re talking about sexism, we’re talking about gender stereotypes, we’re talking about disablism.”

Peter Little, independent chair of the Department for Education advisory group on learners with learning difficulties and/or disabilities, said such misconceptions prevented young disabled people from getting onto apprenticeships.

“We need to get rid of some of the myths — one is that if you took on a disabled apprentice your success rates would plummet,” he said. “It’s not the case that if you take on someone with a disability, you’re taking on someone who won’t get there.”

Jeremy Crook, of the Black Training and Enterprise Group, called for a diversity forum, with representatives from employers, providers and unions, to be set up within the Skills Funding Agency to tackle the issues around gender, race and disability.

“We’ve got issues with different ethnic and gender groups on the labour market, and unless you’re going to talk about them openly and frankly I don’t think we’ll close this gap,” he said.

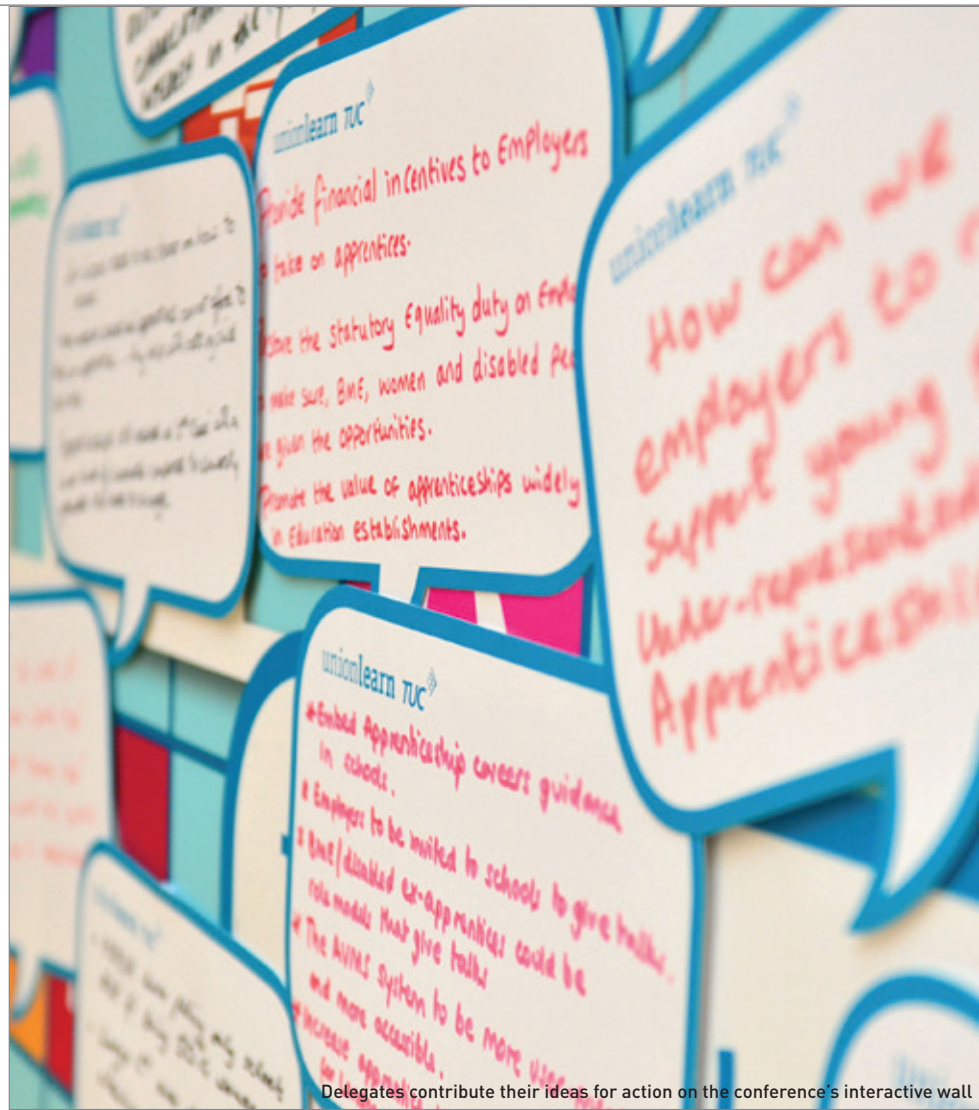
He added that providers needed to work with employers to examine application processes, as for every Bangladeshi person who gains an apprenticeship, nine have applied and for every black Caribbean person who starts, six have applied.

For every white apprentice start, meanwhile, two people applied.

“Something is going on in these processes... and that needs to be unpacked and looked at,” he said.

Steve Craig, national officer for strategy, education and organisation at the Union of Construction, Allied Trades and Technicians said there was “a disconnect” in the sector between being aware of inequality issues and taking action on them.

“We



don’t just need to talk about breaking barriers, we need to talk about how they’re created — they don’t just happen,” he said.

For Ms Townley, the best way to encourage young people from all backgrounds into apprenticeships was through seeing peers enrol. “I think there’s some great role models out there and we need to encourage them and we need to work together to help more young people understand the benefits of apprenticeships,” she said.

Shaks Ghosh, consultant on youth skills and employment, agreed, and pointed to role traineeships can play in

increasing awareness of apprenticeships.

“There are a number of employers who are looking to traineeships because they have become concerned that the apprenticeships they run have become very single-focus,” she said. “It can also be glimpse into a world of



work for young people who might have never been exposed to it before. Young people making the transition from school to work is probably one of the most difficult things that they’re going to do, but there’s really very little support for that as they walk about of the school gate.

“The Department for Education, Department for Business, Innovation and Skills and the Department for Work and Pensions really need to get their acts together to make sure young people can have a smooth transition from school to the world of work.”

She added: “My real call to action is: Can you help those young people who are just starting out now on their journey into the world of work?”

Facts and stats

The government’s Apprenticeship Evaluation Learner Survey 2012-13 found that:

- 47 per cent of apprentices were men and 53 per cent were women, but women were more likely to be in low-paying sectors.
- Seven percent of apprentices were from black and minority ethnic groups (BME) — down from nine per cent in 2011.
- 36 per cent of apprentices were aged between 19 and 24, and 42 per cent 25 and over. 22 per cent were aged between 16 and 18.

According to the Apprentice Pay Survey 2012, 23 per cent of male apprentices received bonuses in their work compared to four per cent of female apprentices.

More information can be found at www.unionlearn.org.uk/campaigns/apprenticeships

A summary of TUC research into under-representation by gender and race in apprenticeships can be found here: www.tuc.org.uk/sites/default/files/UnderRepresentationInApprenticeships.pdf



BECCI NEWTON

Becci Newton, senior research fellow, Institute for Employment Studies

Addressing the equality and diversity challenges in apprenticeships

There has been a policy focus on addressing inequalities in apprenticeships, particularly by gender, over many years, but achieving

progress on the inclusion of women, ethnic minorities and other under-represented groups has proved challenging.

While women represent more than 50 per cent of apprentices, they often train in sectors that have low pay or offer limited opportunities for career progression. The conversion of existing employees to apprenticeships is more prevalent among women than men.

Among ethnic minorities, the overall low rate of participation is a concern, although participation also varies considerably between different ethnic groups and for some communities, it is far lower than would be expected based on population data.

The apprenticeship vacancy data shows significantly higher numbers of ethnic minority applicants than apprentices. In broad terms, demand exists among ethnic minorities but there is some blockage to their entry to the

programme.

As part of recent research for Unionlearn, the Institute for Employment Studies explored the decisions made by young people about their careers and about pursuing apprenticeships.

Employer practices were examined along with the practices of providers, schools and other stakeholders, including those who support apprentices in the workplace.

We found that gender segregation in apprenticeships cuts across ethnic and cultural identities and that often ethnicity compounds the impact of occupational gender segregation.

It also revealed differing needs between ethnic minority communities, often linked to country of origin and migration trend.

However, women predominate in advanced and higher apprenticeships, irrespective of ethnicity, and as such, these may provide a means to tackle the esteem and parity of apprenticeships.

There is a wealth of information and opinion about the barriers to apprenticeships for under-represented groups. The consistency in these over time, suggests that there is a gap in action rather than in knowledge. What we need to see is collaborative and concerted effort to overcome them.

Our recommendations to address the equality and diversity challenges in the programme includes, for ethnic minorities, more detailed exploration of prior qualifications and employability of those

registered on the apprenticeship vacancies system, and support to enable applicants to successfully apply for vacancies. It also includes emphasis on apprenticeships as a route to professions as well as trades. Our research showed that for some ethnic minority groups, the message about quality is particularly important. Two further recommendations were an examination of recruitment strategies to understand whether there is unwitting discrimination or whether, with support from providers, union reps and/or union learning reps, small changes can make practices more inclusive, fair and equal; and the provision of role models to act as a source of inspiration and support to young people from diverse backgrounds.

Actions necessary to increase the representation of women in apprenticeships are well established. We reiterate these, and urge all apprenticeship organisations to consider what action they can take to embed them in practice. To increase gender equality in apprenticeships, what is needed includes better-quality, more in-depth and challenging careers education and guidance at an earlier age that, crucially, tackles occupational stereotypes. This should include information about how career choices affect future pay and progression.

And knowing about discrimination or division in an employment sector can deter people from considering that work, therefore more must be done to convince young

women, as well as ensure, the door truly is open to them. Further, role models can be a powerful influence. Our research found that young women who enter non-traditional apprenticeships did so because they had family members working in the occupations. Widening ‘who’ influences young people beyond the immediate family is of critical importance and the lack of funding to support the costs of childcare while undertaking an apprenticeship also needs addressing.

Finally, supporting young people’s transition into the labour market is crucial. If they follow the academic pathway, they are highly supported; when they enter apprenticeships — which are, by definition, jobs — often young people ‘go it alone’.

CAMPUS ROUND-UP

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Student recovers from landmine horror to race superbikes

Former Lance Corporal Murray Hambro lost both his legs below the knee in a landmine explosion while on patrol in Afghanistan in 2010, but last month the 34-year-old motorcycle maintenance and repair student started his second season racing in the Triumph Triple Challenge Racing superbike series, writes Paul Offord.

Chichester College learner Murray Hambro is no ordinary motorbike racer. The 34-year-old former soldier suffered horrific injuries when his tank was blown up by a landmine while on patrol in Afghanistan in December 2010.

The former Lance Corporal in the Second Royal Tank Regiment had driven motorcycles since he was a child, but having been fitted with prosthetic limbs after the explosion, surgeon said his racing career was over.

But Murray took no notice and bought a brand new Triumph Daytona 675 after leaving hospital.

Murray said: “The treatment I received was second-to-none, but I remember a surgeon asked what my hobbies were.

“I told him I liked riding motorbikes and he said I would probably have to find something else. That was like a red rag to a bull to me.”

Murray searched on the internet to find out what modifications he would need to ride his new bike.

He said: “The rear braking is normally done with your right foot, but I found out I

could have it converted so I could activate it with my right thumb.

“Gear changes are also normally done with the rider’s left foot, but I got a button connected to the handlebars to do that.”

He started his first season in the Triumph Triple Challenge Racing superbike series, which was televised on Eurosport, in March last year. It involved racing at up to 160mph.

He was the only competitor with prosthetic limbs but finished 28th overall out of 34 competitors.

Murray also started on a level two motorcycle maintenance and repair course with Chichester College in September last year, which has given him the skills to carry out repairs when his bike crashes or breaks down.

He said: “I was recently given a new Triumph Daytona 675 by my sponsors and some of my fellow students helped me carry out the same modifications that I had to get mechanics to do before.

“I’m planning to take it a step further start a level three course in September.”

Murray’s wife Hannah, aged 32, who is



Murray Hambro exercises on a treadmill

Above: Murray racing his Triumph Daytona 675 motorbike. Below: Murray perched on a tank while he was serving with the Army before the horrific landmine attack

mother to his one-year-old son, Harley, is fully supportive of his racing career.

He said: “My main goal after I was injured was actually to walk by myself down the aisle on my wedding day [on August 28, 2011], which I managed.

“There is always a bit of worry now on Hannah’s part [for his safety while racing], but she is really supportive and comes along to some of the race weekends.”

Teenager impresses on TV hairdressing talent show with a little help from his tutors



Exeter College level two hairdressing student Kobi Kirby was the youngest of eight contestants to take part in BBC Three show Hair — a competition to find the best young amateur hairdresser in the country.

The 17-year-old made it all the way to the semi-finals and finished fourth overall — one place behind level two Riverside College hairdressing student Katie Crompton, 30, who featured in Campus Round-Up before the series started in February.

Kobi, who has as a Saturday job at Attitude salon, in Exmouth, had only begun his college course a few weeks before filming started and had no other formal training.

Kobi said: “I’m really proud to have got as far as I did. Now I want to get on with my studies and then hopefully progress with my career.”



Kobi Kirby

Zombie video helps raise safety awareness for blood transfusions



From left: Lee Paterson, from Doncaster and Bassetlaw Hospitals NHS Foundation Trust, with student Lee Forshaw, aged 20, made up like a zombie

Students at North Nottinghamshire College took inspiration from classic rock and horror films to help raise awareness among hospital staff about safety rules for blood transfusions.

The group of a dozen level three creative media production students created a video, which is now used as a training tool by Doncaster and Bassetlaw Hospitals NHS Foundation Trust. The video features zombies infected with bad blood in a hospital ward.

The students starred in the short film and wrote lyrics for “You Give Blood a Bad Name” — a humorous song they recorded for the backing track in the style of mid-eighties Bon Jovi hit You Give Love a Bad Name.

Media lecturer Darren Dutton said: “The finished video is excellent and conveys a serious message in a fun way.”

Visit www.bit.ly/bloodvideo to download the video.

DO YOU WANT TO BE IN CAMPUS ROUND-UP? Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

& MOVERS SHAKERS

Your weekly guide to who's new and who's leaving

Former Rolls-Royce apprenticeships learning and development manager Neil Fowkes has been appointed director of apprenticeships and engineering at Derby College.

Mr Fowkes studied at Mackworth Tertiary College, which is now part of Derby College during his own apprenticeship, and has worked in engineering for the past 27 years, initially at International Combustion and then Rolls-Royce.

As lead for apprenticeships and workforce development at the Ofsted grade one-rated car firm, Mr Fowkes has worked in partnership with Derby College for a number of years.

He said: “I am joining Derby College at an exciting time both for the organisation and the regional business community.

“Engineering and manufacturing is expanding in the city and beyond but employers face widespread skills shortages with their established workforce heading towards retirement.

“Employers are going to find it increasingly difficult to find the skilled staff that they need to retain and improve their competitive edge. Young people and particularly apprentices will become increasingly important to their business across all sectors as the pipeline of talent for future growth.

“And the challenge and

opportunity for Derby College is to work more closely with employers to support them in the recruitment, training and development of these young people.

“The college is committed to expanding its apprenticeship programmes and its engineering provision to support employers’ needs both now and in the future.”

Derby College chief executive Mandie Stravino said: “Our core objective is to work with employers to ensure the training support that Derby College provides — whether at college or the workplace — meets their needs both now and in the future and provides them with the skills to be competitive and grow.

“Neil’s credentials of working with a global business and



Neil Fowkes

understanding employers’ training requirements will be invaluable as we develop our engineering curriculum for future decades and embrace the needs of businesses large and small.”

If you want to let us know of any new faces at the top of your college or training provider, please let us know by emailing news@feweek.co.uk

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Interviews will take place on 3rd/4th June in Taunton, Somerset.

For an informal chat please contact Judith Richardson on 01823 337655.

To apply please send your CV by email to judith.richardson@feassociates.com or upload it through our website <http://www.feassociates.com/ajp.html>

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LinkageSouthStaffs

Head of Centre: Linkage@SouthStaffs

Based at South Staffordshire College, Rodbaston Campus
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We are looking for a highly motivated, inspirational and proven high performing manager to oversee the operational management of the Linkage@Southstaffs centre and contribute to the strategic development of this new and innovative purpose-built facility. Linkage@SouthStaffs is a collaborative venture between South Staffordshire College and Linkage College, a specialist college based in Lincolnshire, that will provide a high quality, fully inclusive learning environment for learners with learning difficulties and/or disabilities. The successful candidate will be involved in the recruitment of a dedicated and highly skilled staff team who need to be fully trained and operational prior to the start of academic year 2014/15. This is an exciting development opportunity for someone with an expert knowledge of further education and working with LLDD learners.

Interested candidates are welcome to discuss this role with the Principal of Linkage College, Matthew Orford. Appointments to speak with Matthew should be made via Amy Edgley on **01790 752499**.

Closing date for this post is 5pm on Monday 19th May 2014.

Application packs can be requested from personnel@linkage.org.uk.



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Student Employability Toolkit

Student Employability Practitioner

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The MindSet Group, on behalf of The SET, is currently recruiting for Student Employability Practitioners on an ad-hoc basis. The MindSet is a group of colleges, who, with REED NCFE, exist to improve the employability provision within the sector. The Student Employability Toolkit has been developed as a tool for whole-college employability review.

The focus of the Student Employability Practitioners will be responsible for performing the review in colleges and producing a report from this review, which the college can then use to design a strategy to further their success

in increasing learner employability.

We're looking for someone with experience of working at a senior level within an FE college, preferably having had experience of employer engagement responsibility, and experience within the area of learner employability. The successful candidate will have this experience, be an excellent communicator, and be IT literate.

The role will involve some travel and a commitment of minimum 10 days per academic year carrying out the two-day reviews, plus a compulsory training session.

If this is you, then please send your CV to MatthewBrown@reed-ncfe.org.uk by closing date of Wednesday 14 May 2014. For further information, please contact Matt on **0191 605 3304**, or visit our website at: www.reed-ncfe.org.uk/careers



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Applicants should have a first degree (or equivalent), a teaching qualification, at least two years’ teaching experience, a successful track record of continuous quality improvement and a sound knowledge of priorities and developments in further education (including work-based learning). Also essential are high-level leadership and management skills, proven ability to achieve challenging KPIs, demonstrable competence in data management as well as curriculum planning, the ability to manage budgets and resources effectively, and experience of successfully developing partnerships and employer relationships. Applicants must have a high level of personal integrity and be able to demonstrate a genuine commitment to equality of opportunity.

Any applicant wishing to discuss this position informally with the Director of Curriculum and Quality should call 01207 585940 to arrange a time.

The College is positively committed to safeguarding and promoting the welfare of the children, young people and vulnerable adults on its education and training programmes. All staff are expected to share this commitment. The person appointed will be required to obtain a satisfactory DBS Enhanced Disclosure.

As an equal opportunities employer, the College welcomes applicants from all sections of the community.

Application packs can be obtained by visiting our website www.derwentside.ac.uk. Alternatively, email personnel.dept@derwentside.ac.uk or telephone **(01207) 585947** to request a pack.

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Tresham is a highly successful Further and Higher Education College in Northamptonshire. Through a One Vision concept the college is establishing itself as a market-leader for the Further Education sector and aims to be recognised as the number one provider throughout the East Midlands and beyond. All staff are committed to the building aspirations, confidence and self-esteem of all learners and encouraged to being learners themselves.



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Interview date: Monday 19th May 2014



ENGLISH AND MATHS TEACHING OPPORTUNITIES PLANNED FOR SEPTEMBER 2014 START

With so many new and innovative developments on the horizon, there has never been a more exciting time to join Bromley College. If you are motivated, student-focused and possess the drive and ambition to inspire our students to reach their fullest potential as well as ensuring they receive an 'Outstanding' experience at the College, we would like to hear from you.

We are looking to appoint a number of teachers/lecturers for September 2014. We are particularly seeking applications from teachers/lecturers in **English** and **Maths**.

We would also welcome full and part-time applications from lecturers of **Economics, Science, Geography, Psychology, ESOL, Functional Skills, Business, Management, Health & Social Care, Engineering, Plumbing, Electrical Installation, Motor Vehicle, Hair & Beauty, Sport & Public Services and ICT** as well as applications from Practitioners wishing to undertake training to become qualified Assessors in a range of occupational subjects.

We invite you to visit us at our recruitment event

Thursday 22 May 2014 at our Bromley Campus,
Rookery Lane, Bromley, Kent BR2 8HE commencing at 6pm.

Please download an Application Form and the Job Description/Person Specification from www.bromley.ac.uk



DRIVING AMBITION INSPIRING SUCCESS

Middlesbrough College is a thriving and buoyant institution recruiting record numbers of full-time students, achieving consistently strong examination results and gaining its reputation and profile as a major 'player' in the Teesside and beyond, raising standards and economic prospects across the region. Middlesbrough College is ambitious for its community and place inclusion and excellence at the heart of its core values. The College moved to its 'state of the art' building in 2008 and has opened a £7 million Sixth Form Centre (MC6) in 2012 and invests over £1.5 million every year in capital resources. This record of achievement is delivered by the College's most prized asset, its staff.

Further investment is planned by 2015 with a purpose built £12 million STEM Centre which will align its curriculum to the demands of local and regional industries in our region.

All appointments are subject to a satisfactory Enhanced Disclosure and Barring Service check and receipt of two satisfactory references.



Are you looking for an exciting challenge and an opportunity to work with a forward thinking College?

Middlesbrough College engages with over 12,000 students each year in the widest range of subject areas and as such is the largest provider of Further Education in the Teesside.

Lecturer in English (Functional Skills/GCSE)

Salary £23,697 - £33,801 per annum
Full-time, 37 hours per week, Permanent

Flexible hourly paid opportunities are also available

Hourly Paid Lecturer in English

Salary £12.18 - £27.35 per hour (including holiday pay)

Hourly Paid Lecturer in Maths

Salary £12.18 - £27.35 per hour (including holiday pay)

To apply, please visit the Job Vacancies page on the College website www.mbro.ac.uk
If you have any questions, please contact
The Human Resources Team on (01642) 333554

Closing date: 9.00am on Sunday 18th May 2014

Middlesbrough College is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and vulnerable adults.



Sir George Monoux Sixth Form College has been rated by Ofsted as Good with Outstanding features in October 2012 and ranked No. 2 in London for Sixth Form Colleges, we send over 500 students to university every year, 10% of those to Russell Group Universities. We are an aspirational College, fast improving with the goal to becoming outstanding. Situated on an attractive 17 acre site in the London Borough of Waltham Forest the College benefits from excellent transport links. We are looking to appoint the following exceptional teaching staff:

MATHS

Salary: £23,903 - £33,856 p.a. inclusive of Outer London Allowance Plus PSP of up to £5,220 p.a. for eligible candidates
Full time

We are looking for an enthusiastic, well-qualified Maths teacher to join a dynamic, friendly and dedicated team. We deliver a variety of courses including FSMQ's, GCSE, A level Maths, Statistics and Further Mathematics. The person appointed would be expected to teach on a range of these courses. A willingness to rise to the challenge and develop your skills is more important than experience, although experience is also valued.

Start Date: 19 August 2014

To apply go to: www.george-monoux.ac.uk
Closing date: 12 noon on Friday 9 May 2014



Inspiring young Saudi women to reach their potential...

The Oxford Partnership (TOP) is proud to be associated with the Kingdom of Saudi Arabia (KSA) to support Colleges of Excellence with its ambitious and exciting plans to deliver world class technical and vocational training (TVET) across the Kingdom for many years to come.

TOP brings together three exceptional education and training providers in Activate Learning, Moulton College and GEMS Education Solutions. This powerful partnership has been successful in securing the contract to run three women's colleges in the north of KSA in Sakaka, Arar and Qurayyat. These new technical colleges will be ready to open in September 2014 and will house around 2,000 learners per college at full capacity.

Working in partnership with Protocol, TOP are seeking to recruit a broad range of talented, inspirational and innovative individuals. These posts represent unique opportunities for those with significant experience of the education sector to transfer and develop their skills and experiences by living and working in a new organisation, culture and country. It should be noted that education in Saudi Arabia is strictly segregated and, for the majority of posts, we are currently looking to recruit female staff only.

We are looking to recruit the following talented and experienced leaders:

Roles are offered a tax free salary and substantial benefits package.

| | |
|---|-----------------------------------|
| Principal and CEO | Salary: Up to £150k |
| Principal (x 2 posts) | Salary: In the range of £100-120k |
| Chief Operating Officer & Deputy CEO | Salary: In the range of £100-120k |
| Director of Curriculum Innovation & Quality | Salary: In the range of £75-90k |
| Director of Learner Services | Salary: In the range of £75-90k |
| Director of Marketing & External Partnerships | Salary: In the range of £75-90k |
| Director of HR & Professional Development | Salary: In the range of £75-90k |
| Director of Estates & Facilities Management | Salary: In the range of £75-90k |
| Director of IT / ILT | Salary: In the range of £75-90k |
| Director of English Studies | Salary: In the range of £60-75k |
| Director of Islamic & Cultural Studies | Salary: In the range of £60-75k |
| Head of Careers and Employability Advice & Guidance | Salary: In the range of £60-75k |

If you are interested in finding out more about these exciting opportunities and would like to request an application pack, please contact Protocol's dedicated international senior executive recruitment team at execrecruitment@protocol.co.uk or visit www.protocol.co.uk/ksa for further information.

Closing date for applications: 12noon on Friday 9th May 2014

Interview dates for senior leadership posts: Second and third week in May 2014.

Interview dates for other leadership posts: Between mid-May and mid-June 2014.

www.protocol.co.uk/ksa

FE Week

IN PRINT | ONLINE

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WE'VE GOT A NEW LOOK ALL SHINY AND NEW SO WE'VE ENHANCED OUR OFFER FOR YOU

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Company profile
Attachments
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Company profile
Attachments
Listed for 30 days

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Emailed to over 10,000 members
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FE Week has quickly become one of the market-leading FE publishers in England and every week provides a large selection of FE jobs in print and online. Now you can truly stand out from the crowd by being the job of the week. Job Of The Week, is an available upgrade for all print adverts.

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CALL HANNAH SMITH ON 020 81234 778 FOR MORE INFORMATION

NEW LOOK | NEW JOB BOARD | NEW CHOICE

Make sure **your voice** is heard in the Leadership Conversation



The Leadership Conversation is implementing a truly innovative online brainstorming exercise to engage people across the whole education and training sector to think, innovate, debate and co-create ideas about leadership in the future. It is not an online questionnaire, but something much more engaging, interactive and thought-provoking, designed to gather a wide range of thoughts and observations. As one participant has fed back – “Just a quick line to say how much I enjoyed taking part...it was so much more interesting than completing a survey and really made me think – in a good way!”

Make sure you have your say - please sign up today!

Send your name, the name of your organisation and your email address to:

brainstorming@leadershipconversation.info

You will receive a confirmation email with the link to the webpage.

The
**Education
& Training
Foundation**

FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 7 | | | 8 | 5 | 6 | | | 4 |
| | 3 | | | | | | 8 | |
| | | 6 | | 4 | | 7 | | |
| 3 | | | 6 | | 2 | | | 5 |
| 4 | | 1 | | | | 2 | | 9 |
| 5 | | | 4 | | 7 | | | 3 |
| | | 3 | | 6 | | 4 | | |
| | 7 | | | | | | | 3 |
| 2 | | | 7 | 3 | 9 | | | 1 |

Difficulty:
EASY

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 2 | 7 | | | | | |
| | | | 3 | 8 | 9 | | 2 | 7 |
| | | | | | | | 8 | 4 |
| | | | | | | 6 | | |
| | 6 | 9 | 2 | | 1 | 8 | 3 | |
| | | 8 | | | | | | |
| 1 | 8 | | | | | | | |
| 6 | 7 | | 4 | 1 | 3 | | | |
| | | | | | 6 | 7 | | |

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | 2 | 7 | 4 | 5 | 8 | 9 | 1 | 6 |
| 6 | 9 | 4 | 7 | 2 | 1 | 8 | 5 | 3 |
| 5 | 8 | 1 | 3 | 9 | 6 | 4 | 7 | 2 |
| 8 | 1 | 5 | 9 | 7 | 3 | 2 | 6 | 4 |
| 2 | 6 | 3 | 5 | 8 | 4 | 1 | 9 | 7 |
| 4 | 7 | 9 | 6 | 1 | 2 | 3 | 8 | 5 |
| 9 | 5 | 2 | 8 | 4 | 7 | 6 | 3 | 1 |
| 1 | 3 | 8 | 2 | 6 | 5 | 7 | 4 | 9 |
| 7 | 4 | 6 | 1 | 3 | 9 | 5 | 2 | 8 |

Difficulty:
EASY

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 9 | 8 | 7 | 3 | 1 | 6 | 2 | 5 | 4 |
| 2 | 4 | 5 | 8 | 7 | 9 | 3 | 1 | 6 |
| 6 | 1 | 3 | 5 | 2 | 4 | 9 | 8 | 7 |
| 5 | 7 | 1 | 6 | 8 | 2 | 4 | 3 | 9 |
| 8 | 6 | 2 | 4 | 9 | 3 | 5 | 7 | 1 |
| 4 | 3 | 9 | 1 | 5 | 7 | 8 | 6 | 2 |
| 7 | 9 | 6 | 2 | 3 | 5 | 1 | 4 | 8 |
| 3 | 2 | 8 | 7 | 4 | 1 | 6 | 9 | 5 |
| 1 | 5 | 4 | 9 | 6 | 8 | 7 | 2 | 3 |

Difficulty:
MEDIUM

Spot the difference to WIN a retro FE Week mug!



Spot five differences. First correct entry wins a retro FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.